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EXTENSION SERVICE
Review

JULY 1957

Baltimore Riders Are Extension Readers
See story, page 139





Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

The *Extension Service Review* is for *Extension educators—*
in County, State and Federal Extension agencies—who
work directly or indirectly to help people learn how to use the
newest findings in agriculture and home economics research
to bring about a more abundant life for themselves and their
community.

The Review offers the Extension worker, in his role of edu-
cational leader, professional guideposts, new routes, and tools
for speedier, more successful endeavor. Through this exchange
of methods, tried and found successful by Extension agents,
the Review serves as a source of ideas and useful information
on how to reach people and thus help them utilize more fully
their own resources, to farm more efficiently, and to make the
home and community a better place to live.

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EAR TO THE GROUND

Next month some other lucky person will be enjoying the job of planning and putting out this magazine. I didn't realize when Clara Ackerman turned over the job to me three years ago that it would be such a satisfying and happy experience.

Working in Extension is like that. In planning the August issue of the *Review*, which attempts to explain the meaning of 'cooperative' in the Cooperative Extension Service, I am continually impressed with the strong foundations built through the years by this interweaving of cooperative relationships.

In the August issue, you will find historical and inspirational material that is well worth treasuring. Administrator Ferguson shares with you his understanding of the term 'cooperative' as it's meant in extension work. Deputy Administrator Kepner gives us a picture, through the use of examples, of the way policies and programs are determined in this complex organization of ours.

President John A. Hannah, Michi-

gan State University, describes in a very readable, interesting article, the development of the land-grant college and its responsibilities as a partner in the Extension Service.

Extension's beginnings and how it grew is told with many anecdotes by Gladys Gallup and L. I. Jones of the Federal Extension Service. Louis L. Madsen, Director of the Institute of Agricultural Sciences, State College of Washington, tells how the trio, research, resident teaching, and extension, works together to serve residents of his State.

Many others are contributing information and ideas to this special number. We hope you will be pleased with it.

And now the time has come for a *revoir*. I'd like to thank each of you who has contributed to the *Review* and urge you to continue to send us accounts of your worthwhile experiences in Extension.

If you ever get to Kissimmee, Florida, look me up at Orange Gardens. Best of luck to you all. CWB

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We used
the facts
we learned
from
500 Interviews



Baltimore bus riders enjoy reading Extension homemaking information on "Take One" flyers provided by the transit company once a month.

by MARGARET E. HOLLOWAY, Home Demonstration Agent, Baltimore City, Md.

BALTIMORE is a quaint old Maryland city chock full of tradition. Unlike most large cities, it is not a part of any county. Because of this, an extension program for homemakers was familiar to very few residents. When I accepted my position as home demonstration agent for Baltimore City in 1948, I truly started from scratch.

Because this kind of adult education had not been carried on in many urban areas in the United States I had little to use as a guide in developing the program. Therefore, before organizing homemakers' clubs I used all available media for reaching people, that is TV, radio, newspapers, and newsletters.

To set up the program for organized clubs, questionnaires and other methods were used as guides. These findings were also used in programming for mass media. But was the program what people wanted and needed? From time to time the agent and leaders working with her wondered. Membership in our homemakers' clubs was only 1 out of 250 of the potential. No one could estimate the homemakers reached by other media. Was the program really of value to the homemakers? Much time and energy were going into TV programs, but was this the right place for that time and energy to go? No one knew the answer.

At one of the annual State extension conferences, the results from a survey conducted in Cecil County

were presented. Afterwards I talked with the Maryland Extension sociologist, Wayne Rohrer, about doing a similar study in the city. He became interested and talked with some of the Federal Extension staff about it. Because of the interest expressed by urban homemakers all over the United States and because only a few cities had the benefit of an extension program, it seemed appropriate to study the progress made in a city. Why not Baltimore? It could be used as a guideline for future development in expanding the urban program.

Survey Objectives

Much beforehand preparation was needed. The approval of the Baltimore City Council of Homemakers had to be obtained first. Conferences started some 9 months before the actual survey took place. Just what were we trying to find out? We decided that the purposes of the survey were:

1. To determine to what extent homemakers in Baltimore City were receiving information from the home demonstration agent or from club members.

2. To determine the extent to which homemakers were using information received through the home demonstration program and, if so, what information was being used.

3. To discover how homemakers were receiving information.

4. To determine how homemakers

preferred to receive information.

5. To discover some interests of homemakers; on what homemaking subjects did they want more information.

6. To discover some of the characteristics of the homemakers, both members and nonmembers.

The homemakers' programs 6 months prior to the survey were carefully studied, and specific questions on the subject-matter areas involved were formulated. Each topic covered had been used at club meetings, on TV, and/or radio.

Club members to be interviewed were selected by random sampling from the total list of homemakers' club members. Homemakers not enrolled in club groups were chosen by random sample areas to represent a cross section of the population. This sampling was all done by E. E. Houseman, Agricultural Marketing Service, USDA.

Goal—500 Interviews

Up to this time I did not know what I was getting myself or the homemakers into, but "fools walk in where angels fear to tread." To me, 500 interviews meant just that—500 interviews. Actually, to obtain this number more than a thousand calls had to be made. This was much more of an undertaking than I had anticipated. However, when plans were presented to the Baltimore City Council of Homemakers' Clubs, their

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willingness to help gave me courage to proceed. Truly, without their assistance the survey would have been impossible.

I was now faced with the tremendous task of finding homemakers who would be willing to ring doorbells, have doors slammed in their faces, be exposed to attacks by family pets and the inevitable—blisters! Forty-two "eager beavers" and the State staff members involved were trained for interviewing by Mrs. Jewell Fessenden and Mrs. Grace Larson of the Federal Extension Service, and by Wayne Rohrer.

The press, radio, and TV stations all cooperated to forewarn homemakers that the survey was under way and urge them to participate.

What We Learned

The Baltimore City survey was under way! In all, some 500 homes were visited. Here are some of the findings:

- In general, urban home economics extension does not differ widely from rural work. Some aspects, such as the absence of 4-H Clubs or farmers' groups, which are typically related to extension work; less emphasis on home gardening, preserving home-produced foodstuff, and the very size of population alone make urban work different.

The city woman is basically like her country cousin, in that she wants the best for her husband and family. She differs mainly in her mode of living.

- While a relatively small number of women are actually reached through home demonstration clubs, the spread of information through them is very wide. Seventy percent of the club members report that they share what they learn at club meetings with others.

- Forty-four percent of all the women in the city have had some contact with the Extension Service program. This figure represents more than 100,000 women in Baltimore, to say nothing of those outside the city limits.

- Sixty-five thousand women in Baltimore listen to the home agent's radio programs. Twenty-four thousand of them used an idea they had heard.

- Ninety-five thousand women saw the TV programs. More than 30,000 used an idea they saw.

- The question was asked, "In your own words will you give me your opinion of the homemakers' club program in Baltimore." Benefits mentioned by homemakers fell into general areas of homemaking skills and social values. Some mentioned benefits in both areas and some mentioned more than one benefit in a single area.

- Nearly 8 out of 10 members mentioned the help they had received in a specific problem relating to the job of homemaking. For example, managing the home, making homework more interesting, and stretching the family dollar are typical of the kind of help mentioned.

- One-half of the club members indicated the social values of meeting with friends. This appears to be an important byproduct of this educational work.

- One member said, "My whole home shows results. Our club creates friendly relations. It brings all religions together. I always get new ideas from each program."

- "I take off from work to go to club meetings, as it means so much to my home. The homemakers' club is the nicest thing in Baltimore," was the opinion of one club member.

From their experience in interviewing, the club members themselves learned a great deal about the needs and interests of women who do not belong to home demonstration clubs. From this knowledge it will be easier for them to help plan programs to reach women with preschool children, women who are retired, working women, and others who cannot easily belong to clubs.

Needless to say, I was gratified with the findings. No longer did we need to hope the things we were doing were the right things. No longer did we need to wonder whether folks used the ideas presented on the radio and TV programs. No longer did we need to wonder whether homemakers pass on information. Now we knew a lot more about the homemakers themselves, the age groups we are working with, their income level, their education, and the

like. We know now what people want and how they want to get it.

After the results were tabulated, a meeting was called for all who had participated in the survey. The facts were presented by Evelyn Scott, district extension supervisor; Mrs. Florence Low, State home demonstration leader; and Wayne Rohrer. Later every club was visited by the home demonstration agent to explain the survey findings to the members.

Using the Information

When program planning time rolled around, the flannelgraph was used to present the facts. In this way we had the wants and needs of the people before us while we planned the 1957 program. The findings were also kept in mind in planning TV and radio programs, as well as furnishing information for newspaper articles. Kept up to date, we have enough suggestions for the next 5 years.

The Baltimore study showed that a home demonstration club program could be effectively expanded through TV, radio, and newspaper teaching. In fact, our conclusions are that these teaching methods afford our only opportunity to reach many people with extension education.

Since so many want to receive their information by TV, it was decided that our next step should be toward another TV program. There are 3 TV stations in Baltimore City. I have done a weekly TV show on Station WBAL-TV since 1948 and presented programs on the two other channels at various intervals. During the recent National Home Demonstration Week I did a program with 12 homemakers on the Homemakers' Clubs in Baltimore, over Station WMAR-TV. The station was so pleased with the telecast they have asked me to do a semimonthly program—another step forward!

Not minimizing radio or TV or their potentials, I still knew that my greatest medium for reaching people and for leaving lasting impression was the written word. Therefore, I interviewed the editor of our city's largest newspaper and showed him the survey results. What a thrill it was to receive the "GO" signal to

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A good communicator is audience-centered

by **LESTER A. SCHLUP**,
Federal Extension Service

BRINGING the warmth of farming and homemaking science to people in ways that encourage adoption of profitable practices is one of the chief jobs of Extension communications, meaning communications in its broadest sense. At least, that's how it looks to us.

Science is patiently building a new world in which we can better ally ourselves with nature, including human nature. We need to become more sensitive and responsive to the findings of science. How else can we cope with an environment steeped in complexities and which is largely inadequate for our most cherished needs and desires.

To grow in ability to successfully meet the challenges of a clamorous world of gigantic issues requires a myriad of decisions that are forced upon us hourly and daily year after year. That requires intelligent understanding.

It is the function of the Cooperative Extension Service to bring facts, inspiration, and leadership to farm people so that their decisions can be made with wisdom. Blending knowledge with people's minds and actions is a job requiring infinite skill, patience, and warm-hearted attitudes. It calls for the most effective communications that extension folks can devise.

"Our chief tragedy in today's world is our widespread inability to communicate," wrote Dr. H. A. Overstreet in *The Great Enterprise*. He

We Need Practice Tuning In On Other People's Minds

stated further that "Not only is the Iron Curtain lowered between nations; it is also daily and hourly lowered between individuals and groups. Obviously, if in all our practices of life we could learn to listen and be listened to; if we could grasp what other persons are saying as they themselves understand what they are saying, the major hostilities of life would disappear, for the simple reason that misunderstanding would disappear."

To be sure, we'll never be able to tune out some of the static in people's reception to our voiced and written ideas. But if we put our minds to it, we can step up our skills of lucidly and persuasively saying what we really mean.

We can brighten our teaching contacts by building into extension programs the communications knowledge we already have at hand. That doesn't necessarily mean that it is entirely a matter of passing on knowledge and encouraging its application by the use of concise, precise, and dynamic language. That is vital, of course. But another thief of time and robber of success is the unorganized, woolly thinking that we hurriedly devote to the substance of our communications.

It is indeed heartening to all of us to know that Extension has recognized the need of building better communications efficiencies. It is now devoting a great deal of time, talent, and money to this aim.



A less effective communicator is message-centered

by **RALPH M. FULGHUM**,
Federal Extension Service

FEW efforts to improve ourselves and modernize our extension teaching have been so enthusiastically accepted and so contagious as those of the past year on broad communications training.

The core of the training program featured involvement of people, visualization, and an audience-message-channel-treatment on how people learn, how they act in a group, and how can we best combine our methods of communicating to bring about the most effective results.

The basic training materials and methods were jointly developed and financed by the State Extension Services, the Federal Extension Service, and the National Project in Agricultural Communications. This was done under the guidance of a committee of extension agents, specialists, and supervisors, headed by L. E. Hoffman, Associate Director of Extension, Indiana.

Communications training teams from 25 States and 1 territory have attended 3-week Train the Trainer sessions. About a dozen more State teams will attend similar sessions this summer. So far these State teams extended the training, through 100 county communications conferences, to many hundreds of county extension staffs. Aimed at better communications in program projection, Farm and Home Development, marketing, and other on-going extension work, this training has been localized and

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taught in learn-by-doing ways.

We still have ahead of us the very important phase of further tying this training into our programs and work-day plans, and perfecting our techniques for radio, visual, newspaper, publications, and person-to-person presentation.

What They Say About It

To feel the surge of interest and strength of the support for this kind of training, read the following quotations from some of the persons who have participated in the training sessions:

George D. Corder, Kentucky: "The communications workshop caused many of us to ask ourselves 'Just how good a teacher am I?' I'm sure that everyone in attendance now realizes that successful communications require skill, planning, and preparation. It is more than standing before a group and talking to them."

E. B. Winner, Missouri: "It has greatly broadened our on-going training program, provided a new handle in our training efforts, and brought forth fresh ideas for our use."

Charles A. Bond, Washington: "After the session for county chairmen, one of the agents said, 'This thing on social action . . . I want a

chart of that whole procedure. I'm going to keep it right on top of my desk and before I go out to a meeting, I'll look it over so I don't miss any of the steps.'"

W. A. Sutton, Director, Georgia Agricultural Extension Service: "We try to remember at all times that the Extension Service is an educational organization and our major responsibility is to carry information to the people of the State and to present this information in such a manner that it will be accepted, and changed practices will result.

"We believe that communication 'per se' is not so important, but that communication as a definite part of our on-going training program can hardly be over-emphasized."

Ernest J. Nesius, Associate Director, Kentucky: "Communications and public relations are so closely related you can't have one without the other. Public relations means that we pursue every avenue for which we are responsible, doing our very best to get information to people and stimulate them to allocate their own resources to its use."

L. E. Hoffman, Associate Director, Indiana: "We do not teach unless we communicate. We have come to the conclusion that our staff must know not only subject matter, but they must know also, to be effective,

how to communicate it to others. In the past we have had a week's training for new agents, devoted to philosophy and organization of extension work. This year we are planning three weeks of training, almost entirely on communications."

Communications involve us all, and we all can gain by exchanging ideas, basic concepts, and successful experiences with each other. The Review will be used as often as possible to channel pertinent information on communications to you.



From 500 Interviews

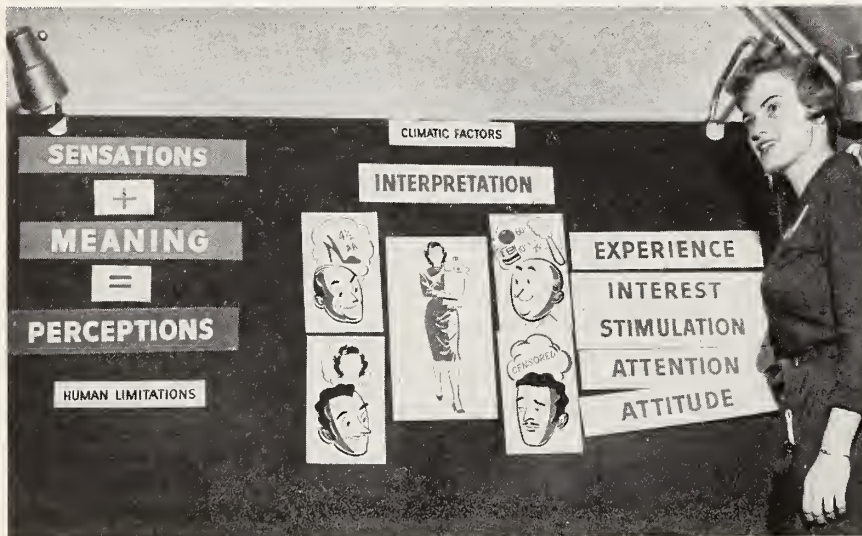
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write two articles a week. Generally speaking, at least one release a week appears in print. Our final goal is to have a column appear on a certain night in a certain section under a byline, but for the present, we are satisfied that the information is used.

More small neighborhood papers have been contacted. I am now writing for two neighborhood weekly papers and three monthly publications. Written articles for these neighborhood papers do not always appear in print; competition is keen. However, when they are printed, they reach many families.

While I was still bubbling over with this latest avalanche of good fortune, still another door opened. This time it brought Doris Yendall, public relations representative from the Baltimore Transit Company. During the course of our conversation, she mentioned their leaflet, Read as You Ride, which had been discontinued during the war, and their interest in resuming distribution. I immediately seized upon this as the ideal way of getting the printed word before 10 million riders. Arrangements were made with the company's public relations director, Clyde T. Headley, to submit a rough draft on homemaking articles which would be adaptable to their leaflet. I submitted material for two issues.

Lo and behold, the 10 million bus riders a month are now potential 10 million readers of Extension homemaking information!



Marliene von Bose, assistant editor, Illinois Extension Service, uses the flannelgraph to help get her ideas across in one of the monthly communications training conferences for the State Extension staff.

Macon County, Tenn.

Takes a Physical

Checkup

by *GEORGE F. LUCK, Macon County
Agricultural Agent, Tennessee*



The new shirt factory in Macon County, Tenn. that gives employment to many rural women supplements the family income, but adds to home problems.

FOLLOWING an intensive, honest look at itself, Macon County is pursuing a long list of self-prescribed recommendations to build its economy and social situation to vigorous health.

Macon is one of Tennessee's five "pilot counties" in rural development work. A Rural Development Committee was organized to study the complex countywide situation and work out plans for action. This committee is made up of representatives of all county organizations, agencies, and other leaders. Extension is only one of these groups; we've deliberately kept in the background because we feel, as do the others, that to make it any one group's "program" can be fatal to progress made possible through a united effort.

The committee's study of the situation in Macon County found certain trends actually alarming. For example, more than 1,000 farmers (about 40% of the total) in 1950 sold less than \$1,200 worth of farm products. This situation was gradually growing still worse, what with the decrease in farm prices and further acreage cuts in tobacco.

The farm population was decreasing; farm size increasing (average size is still only 70 acres). Lack of available capital was a real problem throughout the county.

Tobacco accounted for about half the total farm income; dairying 10

percent; livestock 15 percent. Expansion of dairying faced such needs as increased soil fertility, better management, adapted land use. Initiation of dairy and livestock enterprises involved fencing; fencing demanded capital.

The county had only one factory employing men; about half of those working there did part-time farming. A second factory employed women, which added to the income of many families but also added to family problems in homes of such women with small children.

A survey of rural homes showed need for help with nutrition; sanitation; clothing selection, care, and construction; home furnishings; management; and family relationship and personal development.

These are some of the highlights of the study findings, which in turn spotlighted some outstanding needs—such as understanding on the part of more people of what could be done, and desire to help do it; technical assistance, especially in starting new farm enterprises; capital; vocational training for industrial work; and new industry.

Facing the need for immediate improvement of the situation, as well as the attainment of longtime goals, the Rural Development Committee set up certain objectives and began working toward them. Goals were set for farm production; a program was started for attracting new industry

which would use one of the county's most plentiful natural resources—timber; a plan got under way to set up new markets for farm products.

The county extension office operated as an active part of the Committee, as did other agricultural groups. We offered encouragement, ideas, suggestions, and information at our disposal. And we geared our program activities into whatever action was indicated to achieve the goals set up by the Committee.

In the year and a half since the program got under way, considerable progress has been made. Projects of special significance have been an increase in strawberry production; a new factory; and a trades class building for vocational training in anticipation of added industry.

The Committee had decided that promotion of the strawberry enterprise would be one of the quickest ways to add to farm income in the county, particularly among those with small acreage and lack of capital. Climate and soils were favorable. A processing market was already established. The goal set was for 1,000 additional acres of strawberries within five years; this past year, 800 acres were set, with an anticipated increase in income of close to \$300,000 for the growers. A cooperative market for fresh berries was established, and a market for wild blackberries is being set up also. A grade A egg route

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into Nashville is getting under way as promotion of the poultry enterprise.

Another project was the vocational training of men and boys in wood-working, to create a potential labor force for a furniture or other wood products factory. Of 95 high school freshmen boys in 1956, 37 took agriculture; yet for every five of these, only one farm would be available. The boys not wanting agriculture had no other choice except civics.

The crowded school had no room for a woodworking class; nor was any money available for a new building. The County Board of Education gave the Committee five one-room rural school buildings left vacant by consolidation. Some of these buildings were sold, and the money used to buy supplies; others were torn down and the materials brought to the high school, where the boys put up a vocational building. The facilities will also be used for adult classes in woodworking.

A labor survey was made; then the businessmen of the county and some of the more prosperous farmers subscribed \$100,000 to help get a factory building for the new industry the Committee helped locate in Macon County. The new factory employs 500 women and 100 men. We were active in this project, feeling that whatever helps the economy of the county also helps agriculture.

Most of the agricultural agencies have directed their efforts to helping achieve the county's goals. The Farmers Home Administration has put a part-time supervisor in Macon

to help with the credit problem. The Soil Conservation Service has added an assistant to help handle the growing work load stimulated by the program. The Extension Service has added an assistant county agent and an assistant home agent to help implement and serve the accelerated pace of agricultural and homemaking change.

Among our Extension activities have been a number of schools for farmers in farm management, dairying, animal husbandry, and poultry, with specialists in these fields from our headquarters staff helping conduct them. We have made special effort to get families who need help the most out to these meetings.

The program has helped stir up interest in improved agriculture, and we are receiving more requests for help. For example, farmers of the Enon Community asked me to conduct a weekly school for them. I wasn't too confident that we could get enough out to keep it going, but we started it October 8 and held it every week for five months. Attendance rose from 11 to around 60. Specialists, neighboring farmers, county agricultural teachers, the SCS technician, and myself all took part in the teaching.

Although the rural development program has really just started in Macon County, it has already brought out leadership and stimulated new effort and hope, as well as increased income, wherever the people have taken part.



A scene in the fresh strawberry market established as a result of rural development work in Macon County, Tenn.

Cranberries Prefer Cool Handling

Techniques for raising and packing high quality fresh cranberries have become well established, but proper handling methods from the time of shipment through to the consumer had not been well-defined. Reports of poor quality fruit at the retail store level were frequent.

Surpluses had plagued the cranberry industry for 10 years, resulting in unstable markets and discouragingly low returns to growers. The problem was to reduce the surplus and maintain a reasonable balance between the sales of fresh and processed fruit. The industry's leaders agreed that the fresh fruit market offered the best possibilities for some immediate expansion.

The extension advisory committee agreed to obtain some factual data on color, size, soundness, weight, general condition, and appearance of cranberries at the shipping point and in the retail stores. With this data, specific research might be done to improve the condition, salability, and consumer acceptance of fresh cranberries.

A wealth of information pertinent to the cranberry industry was obtained from the study made at the Cranberry Experiment Station. Four major facts emerge: (1) Packing house samples showed 3.7 percent unusable berries at shipping point. (2) Retail store samples showed 23.2 percent unusable berries at this level. (3) Fruit decay was the cause of about 90 percent of the unusable berries. (4) Complete refrigeration in the retail stores sampled reduced losses by approximately 50 percent.

Immediately, upon the conclusion of the study, the Cranberry Institute prepared a flyer, pointing out, among other handling techniques, the value of displaying fresh cranberries on a refrigerated rack. A copy of this flyer was enclosed in each carton of cranberries shipped in the fall of 1956. Prospects for both growers and consumers of cranberries are looking up in 1957. —*J. Richard Beattie, Extension Cranberry Specialist, Massachusetts.*

If We Wish to Lead

by ERNEST J. NESIUS, Associate Director of Extension, Kentucky

TRADITIONALLY, we Extension people have concentrated on farm and home practices. Success has been measured by the number of practices adopted, or the number of people adopting a practice. The traditional recommendation has three dimensions: quantity, kind, and instructions for use. Sounds like a prescription, doesn't it? This is standard form and there is nothing wrong with it. It summarizes a situation into a conclusion. However, many of us believe we are ready to move into a higher echelon of decisions and do more than just be disseminators of information.

Teaching farm families the information for problem solving is the major objective in Extension education. We do not solve the problems of those families with whom we work, but instead (a) we try to understand their problems; (b) we assist them in thinking through to find solutions; (c) we provide such information as we in Extension possess and think will be helpful to them in problem solving; and (d) we guide and encourage them in following through.

Five Principles

Now let's get down to the meat of the coconut.

The success of tomorrow's Extension program is practically guaranteed when the following five principles are carried out in their full intent.

1. When by far the most of your energy and mind are devoted to the problems of today felt by the people of your county.

2. When these problems command your time, mind, and hands in approximate proportion to their importance.

3. When the people in your county recognize the problems and possess a willingness to attack them.

4. When you are recognized by the

people in your county as the interpreter of the information they need in solving their problems.

5. When you, and the people in your county, are willing to spend some time today anticipating and planning for the events that are most likely to happen tomorrow.

Today's Problems

The first of the principles just stated said, "When by far, the most of your energy and mind are devoted to the problems of today felt by the people in your county." Extension was founded on a problem, a felt need. The cotton boll weevil was about to devastate southern farms. It was known how to control it, but there was no good method of getting the information to many farmers. The Extension Service was born out of this need. Let's never forget this important point.

The character of a particular problem, that is, income, is constantly changing. Every day seems to produce new problems. We cannot build a permanent structure on the problems of today. For example, our colleges are organized by subject matter and thus we have departments. This is a permanent structure for working on problems which are continually changing. A particular problem may require the subject matter of several departments. The fact that colleges have departments and we have problems may seem like a paradox, yet it is not. The information we use comes from a fountainhead of many spigots. We merely draw from each spigot what we need today. From the point of view of your office, the problems represent a continually shifting and changing panorama of demand for your services. You, to do your job well, must keep the whole horizon in view and remain in control of your forces to attack the shifting frontline. You are backstopped by the University.

When you are successful, as described above, you will have a flexible and dynamic program. Your program will be in tune with today. You will not be working on yesterday's problems. Your approach to problems will be functional and not departmental.

If you were to list today's problems and then group them in broad classifications, you would probably find most of them in the following groups: (a) economic growth, (b) productivity of human resources, (c) reduction of poverty, (d) young-farm-family development, (e) family welfare, and (f) old age and security.

What Is Most Important?

The second principle said, "When these problems command your time, mind, and hands in approximate proportion to their importance." Tomorrow's Extension program will be made out of your time, allocated by your mind, and in many ways carried out by your hands.

Not in a single county can we be accused of using our resources on the nonimportant problem. Just as the man that drives a mule today is underemployed, so are you underemployed in terms of your opportunities if your time is being spent on inconsequential problems. It is necessary that you analyze each of the problem areas very carefully to evaluate the effects of alternative actions.

The best single measure of importance is an estimate of the consequences of certain actions. Even when you have the consequences listed, it will be difficult to compare them to determine their relative worth. For example, suppose you devoted 20 percent of your time to increasing the yield of corn as contrasted to 20 percent of your time among the low-income families in your county. On the one hand you could say, "In 5 years I can increase

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the total production of corn in this county by 10 bushels per acre or 500,000 bushels. On the other hand, I might work closely with the low-income families to obtain off-farm employment or to move them from the farm to an industrial center." Now I leave with you this question. Which would be the best use of your time? The answer, of course, will have to be given by the people in your county when you draw them into the job of allocating your time. However, you will want to make sure that they are appraised of the total facts involved in both consequences.

Determine the important problems and work on them.

Look Ahead

For the third principle, we recognized success "When the people in your county recognize the problems and possess a willingness to attack them." To all of us, there is a horizon of opportunity beyond which we cannot see. The distance between where we stand and where our horizon is may measure, in many instances, our vision of what could be.

Oftentimes before people can recognize problems they must be made to see the possibilities in rather clear perspective. They must be able to see the trees as well as the woods; they must be able to see that there is a brighter tomorrow than the gloomy today. Reducing all of this to its simplest language, it is the responsibility of the county extension office to bring before the people of your county, first, the facts about their situation, and second, the opportunities that are theirs when these facts are changed.

How To Use Information

Farm families today are bombarded with information from every direction. One of the phenomena of the day is the competition for the time of people to get them to center their attention on certain things. Mass media are good, and through them we can spread the seeds of many ideas; and other sources of information, such as magazines and commercial advertising, are good.

What farm families want is someone to assist them to sort through this mountain of information to find those kinds which are best for them in their situation. Only people who are skilled in interpreting information can provide this kind of assistance. When you, as an extension agent, are acting in the role of interpreter of information to farm families, you are performing service of the highest type. Service in this way is problem solving, which is really choice making or decision making.

To be a skilled interpreter requires more than having an expert knowledge of counseling, or being expert in subject matter. It requires also an intimate knowledge of different situations among the people in your county. Counseling, and being an expert in subject matter, can be learned from books or from learned professors. On the other hand, it is only through your own devices that you can learn about the situation in your county.

Types of decisions made by farm families may be classified by levels. The lowest in the echelon is the simple farm practice, such as adding protein to the livestock rations, or canning beans in a pressure cooker. There is a second level higher, centered around a total farm enterprise; for example, beef, or a total segment of the home; for example, home furnishing. There is still a higher order that includes all the enterprises to make the whole farm or the whole home, and there is still a fourth and higher order where the farm, the home, and the community are combined. This is the family area.

As a source of information, we have spent much of our time in the lower echelon of decision. In the future we should spend more of our time in the higher echelon.

You and the People

The fifth principle guiding us to success was: "When you and the people in your county are willing to spend some time today anticipating and planning for events that are most likely to happen tomorrow." You will note particularly that we say here, you and the people. This principle

is listed as the fifth one, but it will have been the result of yesterday's effort; therefore, in many ways this is the first of the five principles just covered. It is program projection, program development, or whatever you may want to call it. It means that you need to involve many people and to solicit their thinking and understanding and willingness to participate. It means the carrying out of four basic steps: To plan, to project, to expect, and to allocate your time, and to get commitment from the leaders in your county to allocate their time toward objectives which all of you agree are the desired ones for your county.

Is all that I have said different from what you have been doing? I would like to reemphasize some of the ways that it is different from the traditional:

1. It features a unified approach to all of the family problems, beginning with the highest type and going to the lowest and simplest of the farm practices. In this sense it brings together most of the forces considered by the farm family.

2. It is a problem-solving approach with the problems put in their proper perspective, both in terms of expected results and the expected amount of attention needed to attain the expected result. This is in contrast to the county agent or home agent who takes a single horse and rides it hard, gets a lot of publicity and lets the rest of the problems take care of themselves. The day of the big campaign is passed, except for emergencies or singularly important problems.

3. Yesterday we dealt almost entirely with economic questions. We recommended practices and established demonstrations. Of course, there is no intention to do away with these. However, tomorrow we will be concerned more with the tough decisions that farm families are facing; to help them weigh the alternative action by pointing out the consequences, and providing information. The fact that we can do this reflects signs of maturity in Extension and the confidence of the people in our ability to assist them in their basic problem-solving experiences.

“I’ll Show You Why”

Consumer education activities
appeal to older youth
in Missouri

by WILLIAM H. COLLEY,
Assistant Editor, Missouri

CONSUMER education activities for 4-H’ers over 14 are gaining momentum in Missouri. In the past 3 years, 168 older 4-H members gave 377 illustrated talks on quality eggs to some 15,415 consumers. Last year, 40 retail store exhibit-demonstrations attracted 12,110 more consumers. Via radio and television these persistent 4-H’ers have reached countless other consumers.

There are two reasons why this consumer education activity on quality eggs really clicks: It appeals to older 4-H’ers. Here’s something in which they can invest some of their own talent, personality and manner of presentation. Missouri’s 4¼ million consumers like and need this kind of information.

Back in 1954, Ted Joule, poultry marketing specialist in cooperation with other extension specialists, developed a 15-minute illustrated talk as an activity for 4-H’ers over 14.

Nine pilot counties in Southwest Missouri tested the illustrated talk on quality eggs during 1954. Twenty-seven older 4-H’ers enrolled and attended a training session. This was conducted by the Extension Service in cooperation with the Egg Division of the State Department of Agriculture, the Poultry Inspection Division of the U.S.D.A., and the Missouri Farmers Association.

Achievements of the 27 4-H’ers were so convincing that the activity



Roylin Hilty, St. Clair junior leader, is presenting an illustrated talk on quality eggs. Since 1954, older 4-H’ers have been talking on this subject.

was developed on a statewide basis in 1955. The following objectives were set up:

(1) To provide consumers with factual information on quality eggs.

(2) To provide 4-H’ers over 14 with opportunities to participate in additional leadership and public speaking events.

(3) To provide programs that encourage improvements in Missouri’s poultry industry.

(4) To provide activities that will keep older 4-H’ers active and interested in the 4-H program.

Training sessions were set up in 6 areas and attendance was limited to 5 4-H’ers, 1 adult leader, and 1 county extension agent per county. A total of 102 4-H members, 18 leaders and 44 agents attended these training meetings. Enthusiastic cooperation was secured from many organizations.

The activity flourished. Thirty-nine 4-H’ers gave 110 illustrated talks on quality eggs to 4,328 consumers, not to mention the number they reached through radio and television.

In 1956, 127 older Missouri 4-H’ers took part in the program, giving 233 illustrated talks to 9,824 consumers.

Early in 1956, Joule and other specialists added a new wrinkle—a retail store exhibit-demonstration on quality eggs. Here, the 4-H’er uses a display consisting of egg posters; candler; scales; cartons of eggs of each size and grade; hard-cooked eggs of each grade; and eggs of each

grade broken out on plates. The 4-H’er demonstrates and talks to customers who patronize the retail store. Usually a State egg inspector and an extension agent are on hand to help.

Before the end of 1956, 40 of these exhibit-demonstrations were given in 24 counties. Attention of 12,110 consumers was attracted by this effective method of disseminating information.

An interesting followup on how consumer education activities influence egg purchases was made in St. Joseph, Mo. In 1954, a survey showed that two retail stores were selling a total of 1,200 dozen eggs per week. One store was selling 95 percent unclassified eggs. After consumer information programs, including this 4-H activity, were conducted in the area, these two stores were contacted again. One year later, they were selling a total of 6,000 dozen eggs per week and 90 percent were graded. This survey indicates consumers will demand graded eggs following an active consumer education program, if local stores will handle them.

There are several current developments in this 4-H consumer information activity. Two freshman scholarships to the University of Missouri have been provided for 4-H’ers doing outstanding work in this activity. Seventy-six counties have requested additional training in the activity. Consequently, six training sessions will be held to cover the State. The

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OUR FOODS STORY

featuring
general knowledge
and current news



by DR. GEORGE S. ABSHIER,
*Consumer Marketing Specialist,
North Carolina*

MOST people like to eat—many want to eat better, but don't know how.

And few like to be told. So our job of reaching the public with information on food that would help them shop and eat more wisely is a major effort every week.

Our objectives are two-pronged—to improve the demand for North Carolina farm products and to educate consumers on the subject of food. Each week we are concerned with two leading subjects, current food news and general food knowledge.

In story one we attempt to teach consumers something about seasonality of foods, by listing as best buys, the various products that are in plentiful supply, high quality, and attractively priced. However, more than listing simply the best buys, we attempt to teach consumers more about food marketing by explaining surpluses or shortages, changes in seasonality, effect of weather on quantity and quality, sources, varieties, selection, and care and use. Since Raleigh and Durham are serviced for the most part by the same wholesalers, the same food situation applies to both market areas, and the same stories can be used in both cities.

The second story is designed as a feature article about one food item or shopping principle. This story is for general use and attempts to give a concise but complete picture on the area of production, pertinent marketing facts, consumption trends,

pointers on selection, and its nutritional value, care and home use. This product is normally one in peak supply, such as peaches, potatoes, milk, lamb, and eggs. Features have been prepared also on labels, frozen foods, beef grades, and how to determine a good buy.

Telling the Story

These food stories are published each week in a mimeographed pamphlet Tarheel Food Shopper. This Shopper is sent to the extension agents in North Carolina, as well as to nutritionists, food buyers, food editors, and others interested in food distribution or use. In addition to the Shopper itself, the extension information office prepares short news releases for all daily newspapers and radio stations in North Carolina based on the features in the Shopper.

Use All Media

The use of this consumer information in Durham, N.C. is an excellent example of acceptance. To expose all consumers in the area to the information, it was necessary to use all media.

The specialists, along with the Durham County farm and home agents visited the daily and weekly newspapers, radio stations, and the TV station to explain the objectives of the program. The method of collecting and analyzing information was discussed; a sample Shopper was shown; and suggestions on use of the information were discussed.

The visits paid handsome dividends. All the people contacted readily agreed to use the information.

Mrs. Frances Jarman of WDNC Radio gives the list and explanation of best food buys on her Monday program. On other days of the week she gives an occasional recipe featuring one of the good buys. The other radio station does not have a foods editor, but quotes directly from the Shopper on morning disc jockey programs.

The Durham Observer prints one or two columns each week, featuring good food buys or giving a complete story on the featured food.

Jack Watts, county agent, uses the food information quite often in his daily farm column in the newspaper. In addition, arrangements are being made to provide an exclusive column to the Daily Herald-Sun to be printed as a special column each week.

Mrs. Peggy Mann makes good use of the Tarheel Food Shopper on her daily cooking show on television station WTVD. Each Thursday she lists the good food buys on a blackboard. From this list she also prepares a menu for each day of the week. These menus are printed and mailed to 1,500 of her listeners.

In addition to these regular, local methods, special programs on food selection, use or care are conducted for various clubs or groups in the area. These are arranged through the home agent or county agent. The slide set *Stretch Your Food Dollar* has been popular for these meetings. Mrs. Marilyn Hartsell, the home agent, uses the information as a guide on TV programs and demonstrations.

The story reaches Durham consumers through another outside source. The specialists conduct a Market Basket show each Wednesday.

(Continued on page 152)



10 reasons for

Going to School Again

by J. PAUL LEAGANS, Professor of Extension Education, Cornell University

ADVANCED training in our profession of extension education has become vitally important to us all. Each of us knows that the quality of extension work, like that in any profession, can never exceed the professional quality of the people who carry it on. In view of this fact, we need to give more attention to the problem of increasing our professional know-how. Continuous improvement is necessary to keep up with the parade of change and progress that characterizes our current political, economic, and social situation.

During the last few years we have experienced almost a rocket type speedup of interest and activity in training extension workers at all levels. At least 25 land-grant colleges now offer undergraduate courses in extension education. States are giving increased emphasis to induction and inservice training, and graduate programs for extension workers are now organized in a dozen land-grant colleges.

I would like to list for you some of the important factors giving rise to the need for advanced training in extension education. I want to mention 10 ideas that appear to me most significant and to comment briefly in support of them.

Standards for professional proficiency are constantly rising in all fields of endeavor.

We can see evidence of this on every side: In industry from the machine operator to the top executive; in transportation from the truck driver to the plane pilot; in govern-

ment from the clerk to the department head; in education from the elementary teacher to the university professor; in agriculture from the farm laborer to the processor. Our problem in the Extension Service is the same. Professional skill and know-how, adequate last year, is not good enough this year. The trend is likely to continue. Such a trend is evidence of progress itself.

Effective extension work results from choice, not from chance.

Effectiveness in extension results from design, not drift—from a plan, not from trial and error. It is an intentional process, carefully designed to attain specific ends which together contribute to broader and higher ends. Good extension work results from conscious, clearly conceived, purposeful, and skillful, executive, educational activity. The shotgun approach to Extension has never been very effective and is becoming less so. We must now use the rifle. We must identify our targets, shoot straight at them, and hit them with all the force we can pack into our ammunition. One of the important characteristics of the 20th century is its requirements of decisiveness in action.

It is an intricate and complex educational task today to design and execute extension programs that significantly change the action of large numbers of people.

This process has become one that challenges to the hilt the artistry of the greatest educators. Several fac-

tors complicate our problem. Among them are heterogeneity of our clientele; the need to base programs on the needs and interests of the people; our dependence on voluntary participation; competition for the attention of people; and the growing number and complexity of problems with which Extension is being asked to give assistance. We must clearly recognize that we are now dealing with a dynamic parade, not with a congregation. The difference is highly significant.

Education is the central force in effective extension work.

Its emphasis on education is probably the most important way in which true extension work differs from the work of many other agencies in our field. Education is, therefore, the most important trait of the Extension Service. It must be guarded zealously. The significance of the mark we make on people is measured, not by what we do for them, but by what we cause them to do for themselves. True education does not consist of filling a bucket but of lighting a lamp. We need to learn how to do this job with the greatest of skill. It requires far more than the relatively simple task of dispensing subject-matter and recipes.

The central idea in extension work of "helping people learn how to help themselves" has proved to be a good idea.

The idea advanced by Seaman Knapp, expanded into a publicly supported program, has proved to be a good idea.
(Continued on next page)

ported educational agency, is being bought to the extent of 100 million dollars in the United States this year. There is, in fact, almost a world movement to adopt and adapt this unique idea to solving the problems of rural life. In my judgment, the future of Extension will be determined by the quality of contribution it makes to helping people learn how to improve their economics and social situation through their own efforts, and with their own resources.

Effective educational leadership requires that a gap exist between what the leaders know and can do, and what the followers know and can do.

This is the primary condition from which all professional leadership ultimately derives its usefulness and sanction. Many extension workers have become aware of this principle through embarrassing experiences. Many are now concerned that the gap may sometimes be dangerously narrow. Wise personnel selection and appropriate advanced training offer our greatest opportunity for keeping this gap at an effective width. These are our best sources of assurance that Extension will not be lost in the passing parade.

It is not what a person merely knows, but what he comes to believe, that determines what he does when he is free to act as he chooses.

Knowledge alone is usually not enough to stimulate desired action. Human beings tend to passively resist change, even though the change recommended may be good for them. Extension is dedicated to helping people put knowledge to work for them. Hence, effective extension work requires that we go far beyond the mere dispensing of facts and "recipes." It requires that we help people see the value of applying the new knowledge, and the connectiveness of the subject matter to their problem as they see it. It requires that we help people gain the skill necessary to properly apply the new knowledge. Diffusing subject-matter facts is a relatively easy task. Getting people to understand and apply them properly is the difficult one. It is at this point that extension work presents its greatest challenge. It is at

this point that the good extension worker is separated from the less good. It is at this point that the true art of teaching must be put to the test.

To raise the level of living of farm people requires that extension give attention to:

- a. The family and its individual members,
- b. The home as a physical unit,
- c. The farm as a business enterprise, and
- d. The keeping of these in reasonable balance.

This fact is easy to see when we recognize the inseparable interrelationship of the family, the home, and the farm as a socioeconomic unit. You will recognize that I am referring to Farm and Home Development now receiving much attention in Extension. In the use of this approach, we have posed one of our greatest professional problems; one that is highly complex, but not insurmountable. This is the most important one in extension work today and, at the same time, the most difficult one to apply effectively.

There are two major areas in which extension workers must have adequate professional competency.

- a. Technical subject matter — or what to teach.
- b. Educational process — or how to teach.

Our basic legislation states specifically that Extension's job is to (1) "aid in diffusing" . . . and (2) "aid in the application of the same."

If we are to "aid in diffusing" we must know what to diffuse. If we are to "aid in the application" we must have the skill required to induce people to apply ideas. No longer is there validity in the argument for training in technology versus training in educational process. It is not a question of one or the other, but of one and the other in appropriate amounts. Both are clearly necessary. The real question is how can we combine training in each of the areas

most usefully.

There is now developed a body of knowledge about extension education that is being recognized by university graduate schools as a major field of study leading to both the master's and doctor's degrees.

Conclusions

From the foregoing points I have drawn four conclusions which seem to me quite defensible.

1. No longer is 4 years of undergraduate training in any field enough for extension workers. There is too much to be known, there is too much we must know to permit an end of formalized study after 4 years of undergraduate work.

2. Inservice training programs, at their best, are not adequate for the job.

3. Something new is now created in some of our graduate schools designed to meet the special professional needs of extension workers.

4. Adequate training for extension work requires increasing attention to advanced study.

"I'll Show You Why"

(Continued from page 147)

exhibit-demonstration presentation is finding an important place on merchandising and food shows.

This idea is also reaching into the broiler industry. In May, representatives of the 4-H nutrition and poultry marketing projects conducted training meetings on consumer demonstration on broilers. These meetings were for older 4-H'ers enrolled in poultry, food preparation, or junior leadership projects.

The success of this consumer education activity is encouraging because of its appeal to older 4-H members and because Missouri consumers are getting the unbiased information they want and need. It may be desirable and possible to provide these activities for older 4-H'ers on many other major farm commodities, thus providing an effective method of informing the public and another way to further strengthen the 4-H program's appeal to older youth.

On Extension's Trail

AROUND THE WORLD



In Spain

Until recently, Spain was one of the few European countries that did not have some form of agricultural extension service.

Spain is primarily an agricultural nation and recently has become conscious of the need for developing its resources. As a result, 20 extension offices have been created, with a new group of men being trained to staff another office. The Spanish Extension Service is not a copy of that system in the United States. It is a carefully planned organization suitable to the culture and conditions that exist in Spain.

A severe winter, such as that of 1955, which caused a grave loss in orange and olive production, upsets the nation's entire economy. Many outmoded practices are seen. The tourist may pass a few tractors and other equipment, but usually he sees burros going round and round end-



In rural parts of Spain, burros still provide the power to draw the well water. Extension work is gradually bringing about better sanitary conditions and more modern farming practices.

lessly, as they draw water from the shallow wells for irrigation. Or he will watch groups of women hoeing young wheat, or lumbering oxen hauling crude equipment.

On the whole there's much evidence of poor production in the badly pruned olive trees and the scrawny cattle and sheep. With the new extension service, farmers are becoming familiar with young agricultural technicians, equipped with motorcycles, who are in the field every day speaking to farmers about the cooperatives and modern techniques of farming.

The farmers know that something is wrong, for they are caught in the jaws of an economic pincer that is hurting, but they do not know what to do. This makes them more receptive to new ideas than they would be ordinarily.

A very healthy change has taken place in the attitude of the government technicians. The young graduates of the agricultural colleges now express a desire for going into the field to obtain practical experience. More are requesting training in other countries.

The experiment stations are now being used to a greater degree in training the new graduates, and greater emphasis is being placed on the practical things to complement the excellent theoretical training they get.

As is always the case with adult education work, the results will not be evident for some time to come, but the most difficult part, the beginning, has been made.—*Anacleto G. Apodaca, Institute of International Education, Spain.*

In Paraguay

This is the story of Eleanora Cebo-tarev, a local leader of a 4-H girls' club, a unit of the Clubes Agrarios Juvenile of Paraguay, in the town of Captain Miranda.

Eleanora is one of those dynamic, progressive, go-getter leaders that leaves no stone unturned if she believes her club needs help. Only 8 girls were enrolled and she knew that she and her coleader could work with many more. First of all, she felt that the rural youth movement was not being too well accepted in the community. Secondly, she needed a sewing machine for her girls.

Capitain Miranda is in an area where tung nuts are grown and sold to the processing plant. This arrangement leaves the farmer in a position where he accepts whatever price the trucker pays, and the payments are often delayed.

Eleanora approached some of the farmers and proposed that they let her club act as agent to buy their tung nuts. Many farmers were reluctant, her club members felt it was too much responsibility, but the owner of the factory encouraged her because he had heard of the wonderful work of 4-H in the United States.

"I finally convinced my girls that we should at least try," said Eleanora. The Club's first tung nut marketing venture was encouraging. They obtained a loan, then bought and supplied bags to the farmers, hired a truck to pick up the nuts, weighed them, and took them to the processing plant. Farmers not only received

(Continued on next page)

their payments immediately but were paid 50 percent of the club's commission.

At Christmas each farmer received a greeting card from the club in which he found a bonus check. Eleanora said, "The following year all the farmers wanted us to handle their tung nuts. Our club grew from 8 to over 48, and we bought 2 sewing machines."

This tung nut marketing project did much for the community. The farmers received a better price for their product, got paid immediately, and received a Christmas bonus. The girls got their sewing machines and the boys of the community became interested in having a club.

Through Miss Cebotarev and her club, the boys approached private and government agencies that handled farm supplies and equipment and agreed to carry on a mutually satisfactory distribution program involving sugar, flour, wire fencing, and other supplies. Membership among boys' clubs has increased and all clubs are now planning to build a community house.

An old barn has been repaired and remodeled, and serves as a meeting and recreation hall for the clubs. The Clubes Agrarios Juvenile are now well known in the town of Capitain Miranda. Where did this young lady get all this enthusiasm and motivation? She wanted to do something

to repay her community and her country of adoption, Paraguay, for the new life that was offered to her and her parents.—*E. H. Seften, Federal Extension Service.*

In Vietnam

Rural Vietnamese youth held the spotlight recently in Binh-Quoi village 50 miles from Saigon when members of the newly-formed 4-T clubs competed in a poultry exhibition. The 4-T is equivalent to the American 4-H, meaning in Vietnamese, Trio-oc (head), Tam-long (heart), Tay (hand), and Than-the (health).

Introduced into Vietnam by Franklin Ernst, agricultural extension specialist of the U. S. Operations Mission, the first club was organized in November 1955. By the end of March 1956, 102 clubs had been formed with a membership of 1,868. These 4-T clubs are so popular in Vietnam that membership is expected to reach over 5,000 in early 1957.

While the boys and girls learn to raise livestock and grow crops successfully, they compete with each other in producing the best chicken, pig, or carrot. Meetings are sponsored by groups of interested adults in a practical and informal type of education supplemental to their regular school work.

Public Affairs Covers Varied Field

Taxes, schools, foreign affairs, and water resources appear to be heading the list so far this year in public affairs work by State Extension Services. South Dakota, for example, has launched a general educational program on local taxation, using as resource material an experiment station bulletin showing sources and uses. Alternative methods of raising revenue are presented.

Michigan has prepared an analysis of water rights in that State as one of the "Open Meeting" series.

Although the Great Plains States are concerning themselves with the immediate problem of stabilization, national issues are being considered in some of these States.

Virginia is giving considerable attention to the school finance problem.

The cotton States are studying the future of U. S. cotton. They are re-evaluating the influence of price, volume of exports, and opportunity to regain domestic market through new finishes, better quality, and new products.

Minnesota farm forums have been appraising the impact of the St. Lawrence Seaway when that big project is completed, including a look at its influence on foreign trade prospects.

In connection with work in this area, you'll be interested to know that the National Agricultural Policy Conference will be held September 9-13 at Turkey Run State Park, Marshall, Ind.

Our Foods Story

(Continued from page 148)

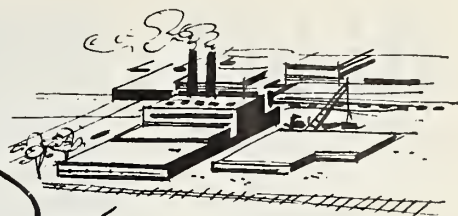
day on WUNC-TV. This program is carried as part of the network on WTVD, Durham, as well as on three other TV stations in North Carolina.

Although we have not evaluated the impact of this program, we are convinced that it is reaching the people, and as long as extension workers use the material, the newspapers print it, and radio and TV stations beam it to their audiences, we believe there's a need for it. We hope it is serving both our objectives.



4-T Junior Club members of Binh-Quoi pose with village elders.

What we can do for the



PART-TIME FARMERS



by **MURRAY A. STRAUS**, Assistant Professor,
Department of Rural Sociology, Washington

PART-TIME farming has been with us for a long time and is found in many areas of the country. But one of the truly remarkable developments of the postwar years has been a vast movement into the suburbs. A large part of this mass migration has been to part-time farms. The number of part-time farmers has also been swelled by former full-time farmers who now work for wages and also continue some farming. Improved roads, dispersion of industry, shorter work weeks, and the increasing difficulty of earning a satisfactory living from a small farm are among the many factors accounting for this national trend.

In many areas part-time farming is even more prevalent. In the coastal counties of Washington, for example, about one-half of all farm operators were employed off the farm 100 days or more. These part-time farmers are not only a numerically important group, but their contribution to the agricultural production of Washington and many other areas where they are found is also important.

Extension is committed to serve this numerically and economically important group. In practice, however, extension methods are still primarily oriented toward full-time farmers, or the operators of the larger part-time farms. Data for Washington from a recent study by the department of rural sociology show a marked difference in the degree of contact which part-time and full-time farmers in the under-45 age group have with Extension.

Less than half of the part-time farmers studied checked Extension as a source of information. This is to be compared with more than two-thirds of the full-time farmers. Although over a third of the full-time farmers interviewed attended an extension meeting during the preceding year, less than a sixth of the part-time farmers did so.

Of course, these figures can be looked at from the opposite point of view. That is, it is an important achievement that almost half of the part-time farmers in the State made direct use of Extension during the survey year. Similarly, considering the difficulties which a part-time farmer has in using Extension, it is encouraging that 16 percent did attend meetings, 22 percent had a farm visit, 31 percent visited an extension office, and 18 percent had a telephone contact with Extension.

These figures represent both considerable success in the efforts of the Washington Extension Service to meet the needs of this group, and also the need for further work with part-time farmers. How to reach this growing population of part-time farmers poses many problems and represents a challenge to Extension in many parts of the country.

Who Needs Extension?

In evaluating the significance of the figures on part-time farmers' contacts with Extension, it is important to remember that the part-time and the small-scale farmer is probably the one with the least knowledge

of scientific farming information. However, the Washington data show him to be at least as well educated, on the average, as the full-time farmer studied. And often he is eager and receptive to extension teaching.

Office Hour Problems

Most part-time farmers find it difficult to contact a county agent because he works the same hours that the part-time man works off the farm. Many agents find that they are doing evening and Saturday work for this and other reasons. Some system of staggering the working hours so as to have some one on regular evening and weekend duty might prove valuable, especially if publicized. Evening hours would probably enable Extension to reach some of those now missed and at the same time help regularize agents' hours.

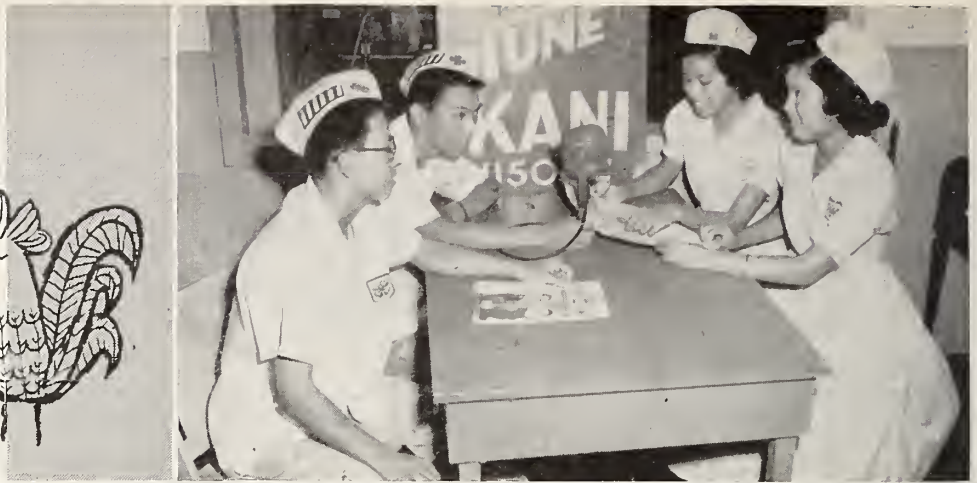
Perhaps meetings and discussions should be planned for people with relatively little experience on farms. Or it may be wiser to devote more time to writing for newspapers, radio, and TV.

Where To Locate an Office

Another problem illustrated by the case described is the location of the extension office downtown in a large city. This problem affects all extension activities and is related to the question of how to serve those who live some distance from the county seat. It is well known that use of Extension drops off sharply as the distance to the agent's office in-

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NEWS and VIEWS



A team of four Hawaiian boys and girls on the island of Oahu are credited with having the longest 4-H radio program in the Nation.

1,000 Conservationists

This is the 11th year for Montana's annual 4-H Conservation Camp. Nearly 1,000 persons have received training in conserving soil, water, birds, fish, game, crops, livestock, grasses, trees, and the like.

Each county may send one girl and one boy, selected by a local committee, who are interested in conservation, mature enough to take an active part in the camp program, are willing to share what they learn with others, and will prepare a written report of their after-camp conservation activities.

The camp was started in 1947 to train young people in the various aspects of conservation; to provide for leadership development; and to have them enjoy a camping experience together. Emphasis has been on workshops or special interest groups where each camper can choose one field of work to follow throughout the camp. These groups have as many "learn to do by doing" activities as possible, including demonstrations, field trips, and laboratory work.

Functional education in health, sanitation, and safety has been a regular feature of the camp. Campers are taught proper hand washing, dish washing, setting tables, garbage disposal, and other health and safety habits.

The camp has been shifted about the State to take advantage of differ-

ent environments, to better serve the various areas, and to provide variety in experiences.

Since 1949 International Farm Youth Exchange delegates also attend. Countries represented have been: Switzerland, England, Ireland, New Zealand, Finland, Puerto Rico, Norway, India, Scotland, Chile, Belgium, Egypt, Jordan, and Iran. 4-H'ers in Saskatchewan or British Columbia are invited, too.

Other youth groups are invited to send representatives. Delegates have attended from Future Farmers of America, Farmers Home Administration, Farmers Union, Grange, and Farm Bureau.



Montana campers demonstrate that soils with good covers hold the moisture longer than those without.

Our 4-H Dramatic Festival

In Missoula County, Mont. the annual 4-H Dramatic Festival is a high point of the year for many young people, and has been for the last 11 years. In 1947, the county agents started the one-act play activity. They believed that the experience in dramatics would give the boys and girls a kind of training they were not getting elsewhere, an opportunity to develop in other ways, perhaps give youngsters who did not "shine" in other activities, a new outlet.

Montana State University holds an annual training school for 4-H leader play coaches. The staff helps with sources of plays, standards for selecting plays, demonstrations on makeup, casting, and judging.

The festival has strengthened the community spirit and set the pace for other enterprises. The Kiwanis Clubs in the county provide rating ribbons and entertain one of the winning 4-H Clubs at a dinner meeting. Last year 17 plays were given in the county.

This year 14 plays were given in the 5 districts, and 5 of them were selected for the county festival. One was a Chinese play, *The Lost Princess*, and another had a setting in India. Both of them provided opportunity for learning something of the culture of the two countries, an important offshoot of the project in dramatics.



A group of 4-H'ers who have fun with dramatics in Missoula County, Mont. where the communities are convinced that there is much to be learned from participating in plays.

Through the years the quality of the productions has steadily improved. One of the boys who got his start in dramatics through these plays has followed dramatics through college and plans to teach it in high school.—*Geraldine G. Fenn, Associate State 4-H Club Leader, Montana.*

Understanding that Creates Friendship

What pressing problems face the Near East? How do foreign students at the University of Maine explain their nations' stands on current issues? What are the differences in law and justice in various countries throughout the world? Who are the great men and what are the great issues in the world today?

These and many other questions on various aspects of world affairs have brought forth stimulating discussion among the 20 or so members of the Young Men and Women's study group in Union, Knox County, Maine.

Mr. and Mrs. John Burns and Mr. and Mrs. Robert Clark, young farm couples from Union, were instrumental in starting and leading the group. Through the National 4-H Club Foundation, the group was started in January 1954 as part of the experimental discussion program with rural young adults. W. W. Eure of the

Foundation was project leader at that time.

About 20 young married people meet at the Clarks' home every other Friday night during the winter season. Discussion material is furnished each person in advance and a discussion leader is chosen. Lively discussions with pointed questions and sincere differences of opinion make for stimulating meetings.

The group often invites guest speakers and uses movie films, photos, slides, recordings, books, pamphlets, letters and objects of interest from foreign countries. Guests have included people who have been abroad, the county attorney, foreign students, International Farm Youth Exchangees, extension personnel, and others. State extension and other university people have helped plan the programs.

Proving their great interest in people from other lands, members of the Union group have entertained 3 IFYEs for a total of about 20 weeks. Two of the young men were from Nepal and the other from Iran.

Enthusiasm, an honest desire for knowledge of other countries and to understand the other fellow's viewpoint, and a sense of wanting to be of service to others—all these go to make this Maine discussion group one of the best in the Nation.—*John W. Manchester, Associate Extension Editor, Maine.*

"Not Guilty"

"Not guilty," was the verdict given at a recent TV trial of the Vermont Dairy Cow.

Prosecuting attorney Foghorn Rockwood (who is the assistant county agent when not prosecuting on TV), launched a strong attack against Bossy. He accused her of being lazy, producing evil-smelling milk and causing the farmer a loss of \$200 a year.

Defense counsel Spellbound Dodge, Vermont's outstanding extension dairyman and a true defender of dairy cows, ably met these accusations one by one, submitting illustrative proof (in form of cartoons) of Bossy's innocence, showing poor quarters, poor pasture, and the ravages of flies.

Judge Mop Head Chandler banged the gavel and gave the final verdict of "not guilty." Plywood Bossy looked completely unconcerned.

NOTE: This was a TV program we did last month that was quite successful. Dick Dodge, our extension dairyman, came up with the idea. We have now mimeographed the script and will send it to all our county agents and other dairy groups. We are also planning a similar mock trial on animal health.—*Karin Kristiansson, Assistant Extension Editor, Vermont.*

Four Years on the Air

A team of four Hawaiian boys and girls on the island of Oahu is credited with having the longest 4-H radio program in the Nation.

Originating and conducting the weekly program since April 1953, these 4-H'ers have been heard regularly over station KANT in Kaneohe, Oahu. The two boys are brothers, Clarence and Kelly Choy. The girls are Kay Mitata and Paddy Lum.

What do they talk about and how they have kept the program going so long? Kay says, "News and comments about 4-H activities, with an occasional interview of some outstanding 4-H personality for variety."

New Faces, New Places Enrich Graduate Training

by LEONARD L. HARKNESS, *State 4-H Club Leader, Minnesota*

A REWARDING year of graduate study in the field of public administration convinced me that other extension workers also should somehow adjust their plans to include such an experience. I had no idea that I could afford to take time from my many activities as State 4-H Club Leader to concentrate on acquiring a master's degree in public administration. A combination of circumstances made it possible for me to do just that, however, and now I'm pleased to record my evaluation of this experience.

The factors that helped me decide in favor of a year of graduate study were these: Encouragement from members of the State 4-H staff and the director of extension, the assurance of sabbatical leave privileges which meant one-half salary from the university; and the granting of a fellowship from Resources for the Future, a subsidiary of the Ford Foundation. Probably not everyone contemplating a year of graduate study can count on this measure of help, but my year's experience has convinced me that such an educational venture will return sufficient dividends to more than repay a considerable personal investment of time and money.

Graduate study following a period of government service has a very broadening influence on the individual. As we work from day to day and year to year, we tend to slip into a routine, some call it a rut, and at the same time we're so close to our problems that it's difficult to see them in proper perspective.

In my case, I was privileged to study and work with representatives of a number of government agencies such as the Forest Service, the Soil Conservation Service, the Geological

Survey, the Bureau of Reclamation, the Fish and Wildlife Service, the U. S. State Department, and others. There were only two of us from the Agricultural Extension Service in the group at Harvard, and both of us were in daily contact with these other men. We worked with them on committees, engaged in seminar discussion with them, and had many opportunities for social intercourse. This exchange contributed greatly toward the broadening of our interests and our understanding of each other's problems and programs.

Some of my friends have asked whether my time would have been better spent if I had taken my year of graduate study in a field more closely related to extension work. My answer has been that my work as a State 4-H Club leader is primarily an administrative job in a public agency. As such, a year of study in the following subjects seems pertinent: Government Administration and Public Policy, The Planning Process and Communications, Economics of Agriculture, Agricultural Policy, State and Local Government, and Land Use and Conservation.

Another feature of my year deserves mention. This was my first opportunity to study in a private institution. All of my previous work had been done in land-grant universities. I'm convinced that both types of schools play a very important role in the educational processes of our country.

One of the real benefits of graduate study for someone who has been in a government service is that the practical day-to-day problems are left behind, but not forgotten, as consideration of theory becomes more important.

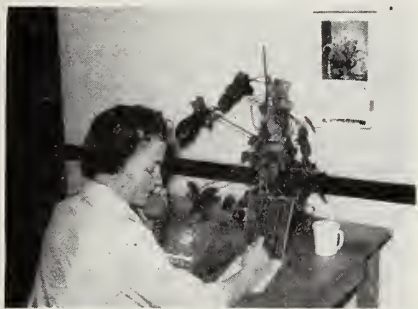
Training extension field workers in the use of the newspaper in publicizing their programs is paying off big dividends in Louisiana. This conclusion is not idle speculation, for it is based on actual data furnished editors by the field force.

Take the case of L. P. Batte, assistant county agent in Tangipahoa Parish, in charge of farm and home development. In his scrapbook, covering the period of February—December 1956, Batte published 63 stories, more than one a week, which racked up 394 column inches and he had reproduced 59 pictures, which he made himself. There is little doubt that readers of newspapers in this parish are aware of farm and home development.

Take a look at a year's stories written by the agents in St. Landry Parish. The daily paper is printed by the offset method. This makes it possible for energetic and publicity-minded agents to get pictorial as well as narrative coverage of their activities. Their bulky scrapbook for 1956 shows they had 3,786 column inches and 197 pictures on extension activities.

Then there's the case of Dorothy Powe, associate home demonstration agent in charge of consumer marketing in one of Louisiana's metropolitan cities, Lake Charles. One month's count revealed that "Dot" had chalked up 10 stories which covered 183 column inches and 4 pictures.

The flourishing but small parish of St. Mary has three publicity-minded agents who put their programs and achievements before the public in their one weekly paper. One year's tabulation shows that they had 104 stories, covering 1,069 column inches and 45 pictures during the year of 1956. This was an average of over two stories and practically one picture per week which is not a bad record in a small weekly paper that has little usable space in news columns outside of school board and police jury proceedings. — *Marjorie Arbour, Extension Editor, Louisiana.*



Homemakers, all over Detroit, find today's market tip as near and convenient as their telephones. Mrs. Rose Pangrace is taking notes on the best buy and menu suggestions.

For Marketing Tips

Dial TR 3-0151

by *MIRIAM J. KELLEY, Assistant State Leader,
Home Demonstration, Michigan*

DETROIT homemakers have a new marketing service. To get current marketing tips, they just dial Trinity 3-0151. As they have dialed for the correct time or the day's weather, they now dial to get the latest scoop on food marketing information.

Any hour, day or night, 7 days a week the information is as near as their telephone. This is possible because Detroit consumer marketing information agents are putting food buying tips on telephone tapes as a new service for consumers.

From 45-second spots, dialing callers get local prices; cost comparisons on better food values; suggestions for meal planning; and what to expect as supply, quality, and price situations change in the Detroit area.

Detroit consumers like their new service. From only two newspaper announcements describing the "dial for market tips" service, the Detroit office has averaged over 20 calls per hour. On an 8-hour count, calls have not dropped below 480 calls during the more-than-a-month that the service has been in operation.

One Detroit homemaker who is blind called to say, "This is the best service ever made available to the blind. We also need marketing information, menu suggestions, and tips on using foods."

A homemaking teacher reported that her students first told her about "dial for market tips" and asked that

they make this a regular part of home economics classwork. Now the class of more than 100 students include marketing as a weekly part of their study.

"On trial" for 3 months, the phone answering service is financed by the Michigan Milk Producers Association. If calls continue on the present basis, the Michigan Bell Telephone Company will cooperate in installing the number of machines necessary to take care of calls and to reduce the number of busy signals. Two machines are in use and a separate recorded message must be made for each.

Mrs. Marjorie Gibbs and Forrest Strand, Detroit marketing information agents for the Michigan Cooperative Extension Service, believe there is no better way to put marketing information at the fingertips of Detroit's 3½ million consumers.

On April 1 when the service started, the message explained why large eggs were a better value than medium or small of the same grade. What to look for in choosing beef for specific uses and how to plan meals around the more economical pork cuts were also included in the first week's tapes.

If you get to Detroit and dial Trinity 3-0151 you, like thousands of Detroiters, will likely hear something like this: "Hi there—this is Marge Gibbs—This week there is an abundance of the higher grades of beef

in Detroit markets . . . These include U. S. Prime . . . U. S. Choice . . . and U. S. Good . . . in that order of quality. Prices on steaks are lower now than they are likely to be next month. If you have freezer space, a few extra steaks bought now . . . U. S. Prime or U. S. Choice grade . . . can be convenient time- and moneysavers for summer cookouts planned later. The U. S. grade, stamped on the beef cut in a purple shield, is your best guide to getting the quality you want. Steaks of prime and choice grades are satisfactory for broiling at home or outside over charcoal grills."

"Hello—this is Forrest Strand . . . Planning ahead for Easter dinner? Whether you want ham . . . turkey . . . beef or lamb, a look ahead can save time and money next week when everyone is doing last-minute shopping. Today, let's look at the ham situation. Ham supplies are good . . . there's lots of variety in size and type . . . prices are expected to remain about the same as this week. If your family can use a whole ham, consider the convenience of buying the boneless, canned ham. It's ready to heat and serve, easy to carve, gives 3 or 4 servings per pound because there is no waste. If you prefer the whole ham, bone in, and baked at home, figure about 2 to 3 servings per pound."

Agents Ask for Farm Management Workshop

by *PHILLIP J. TICHENOR,*
Extension Information Specialist,
Minnesota

When Farm and Home Development got under way in Minnesota, county agents found it necessary to brush up on basic farm planning. So as a wise step, they asked for and received a training workshop in farm management.

A series of training sessions on farm and home development had been held in April 1955. In a winter followup meeting, the problem was stated simply by Goodhue County Agent G. J. Kunau.

"What we really need is farm management training," Kunau said. "County agents understand individual phases of farming. But we need more know-how on putting these blocks together." A pair of extension farm management specialists at the university, Ermond Hartmans and Hal Routhe, heartily agreed.

Roy Bennett, a State Soil Conservation Service official, had earlier talked to Skuli Rutford, State agricultural extension director, about getting a farm management session for SCS farm planners.

So after the first two sessions, Hartmans and Routhe held a series of meetings for SCS men, covering material given earlier to county

agents. At the final workshop, SCS and county agents met together.

At the first session, Hartmans and Routhe presented the basic principles of good farm planning. They explained concepts of good farm business organization, how to compare costs and returns for livestock, and drove home an axiom of farm management: "Where land is critical, choose enterprises that give a high return per acre. If labor is limiting, work out a plan to provide high return per hour."

During the second series of training sessions, Hartmans and Routhe gave the agents a guide for planning meetings with farm families in their own counties and trained the agents in a "farm possibility technique" for applying management principles to individual farms. Already, more than a dozen counties are planning or conducting such meetings and using this "possibility" technique.

Part-Time Farmers

(Continued from page 153)

creases, and this is especially important in the case of part-time farmers pressed for time.

The establishment of branch extension offices has been tried and is one solution which might be advantageous in some areas. Washington experience indicates that branch offices staffed permanently with at least one agent and secretarial help are quite successful. However, experience in numerous communities indicates that the system of holding office days in various communities has not been successful, even when established on the basis of local request and given wide publicity.

The sharp drop in the use of phone calls outside of the free phone area of the extension offices is also well known. One way to make the economy of phone contacts with Extension more widely available is through the "intercity receiving service" offered by many phone companies. This service enables people in specified toll zones to phone Extension without charge to themselves.

Education, Not Service

In considering ways of meeting the special needs of part-time farmers we must be careful not to overlook certain fundamental principles of extension work. Among these principles are personal involvement, the attempt to meet felt needs, and, above all, the idea of Extension as education rather than only technical service.

When the concept of Extension as education is kept in mind the vast scope and need for Extension among part-time farmers and rural residents becomes particularly striking. The farm and home unit approach has emphasized the importance of education, especially in such crucial areas as learning to use scientific sources of information, rational planning to achieve family goals, and decision making. These are educational objectives fully as valuable for the part-time farm or rural resident family as for the family which depends on farming for a livelihood.

Many other methods might be considered in trying to expand the coverage of agricultural extension work among part-time farmers. Bulletins aimed at the needs of part-time and

residential farms, and twilight tours are examples.

This service requires a redistribution of work to match the changes in our farm population and to more evenly spread our extension activities. In areas like certain Washington counties where there are relatively few full-time farmers, a redistribution of emphasis is a necessity if Extension is to serve the public as it is meant to do.

Portable Bulletin Case

How to display bulletins at meetings was solved by Bill Fitzgibbon, former assistant county agent, Pinal County, Ariz.

This portable bulletin display rack is hinged so that the narrow sides fold in for transporting. The bulletins hang on 32 L-hooks with room for up to 20 bulletins on each hook.

The measurements are 28 by 40 by 2 inches with each "wing" 14 by 40 by 2 inches. One-eighth inch plywood was used to cover the 2-by-1-inch frame. A handle on top makes carrying easy when sides are folded in a hooked-in place. — *Alan F. Vincent, Pinal County Agricultural Agent, Arizona.*

They wanted a TRADE MARK

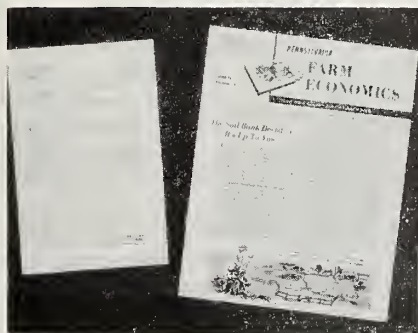
by VICTOR R. STEPHEN, Staff Artist, Pennsylvania

ABOUT a year ago the publications committee of the agricultural economics extension section, through W. M. Carroll, took a look at the informational material sent to agents and farmers. It was in all shapes, sizes, and types of printing. None of it was easily identifiable as coming from this section.

The immediate problem was designing a new masthead for Farm Economics, the monthly newsletter sent regularly to a mailing list of more than 15,000. But the long-range problem was to develop an easily recognizable format for the many commodity letters which extension specialists send out to inform county agents, farmers, and business groups on up-to-date trends and developments.

Planning

We felt the masthead should carry not only the name of the publication and information about the College of Agriculture, but it should also include the line "from your county agricultural agent." This was done because the agent sends the individual copies from his office and he should have credit for the part he



Extension artists in Pennsylvania designed the eye-appealing page on the right to take the place of the uninteresting one on the left.

must play if the information is to be used to full advantage in the county.

An outline map of Pennsylvania with a farm scene superimposed had been used on an earlier issue, and it was decided to retain this motif. However, what was really needed was a characteristic design element or trademark that would mean to anyone who saw it that this was a part of the agricultural economics extension program. It would be used on the series of commodity letters and any other publications of the section.

Development

From the new farm economics masthead, we took the heavy black rectangle with the words, "from your county agricultural agent," in reverse type on the bottom bar as our trademark. We used a different picture and title for each commodity letter. The printing was done in different colors, green for forest products, red for flowers, brown for potatoes, and so forth. The headings are printed in advance on mimeograph paper so letters can be run off quickly as needed. Another time-and-money-saver is the printing of an address flap on the lower third of the back sheet so that when folded the letters become self-mailers. This eliminates the cost of envelopes and the time needed to stuff them, something all agents and secretaries appreciate.

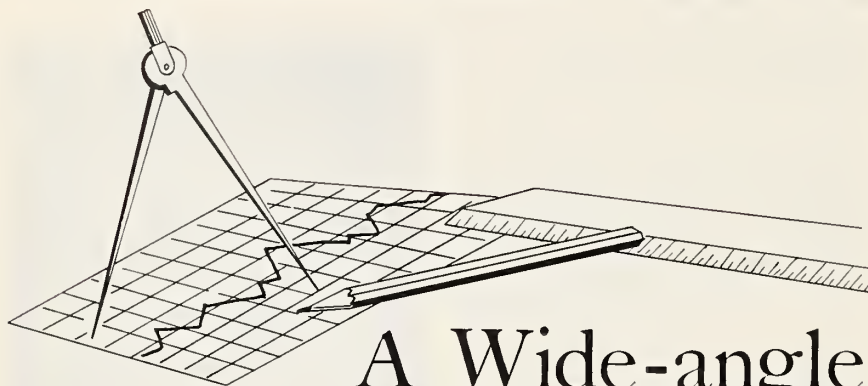
Results

In little over a year the mailing list for Farm Economics has jumped from 9,000 copies quarterly to 15,000 copies monthly with prospects for other increases soon. There are eight commodity letters in use. All reports are that persons getting this information with the "new look" like it.

How the agricultural economics extension section at the College of Agriculture, Pennsylvania State University, gives a "new look" to its information releases.



Newly designed formats for regular releases on marketing information written by Pennsylvania specialists.



A Wide-angle view

by Leigh Cree White, Home Demonstration Agent, Schuyler County, N. Y.

IT creeps up on you, that feeling that you could have done the job better. I know. It's been creeping up on me. And perhaps the clearness of that realization is because I left one job and took another last year.

It's strange, but human, that most of us can't see our jobs better when we're doing them. There's a wide chasm between looking at one tiny segment of the job and looking at the whole job. How can one get that wide-angle view?

Think Through the Job

Several times a year I'd like to take at least one full day to look at the job from a high hill. It doesn't do any good to try to think through 1 year or 5 years when the work is piled high on the desk, and just thinking about the future makes you nervous.

A full day of thinking and reading, and reading and thinking about where the job was, where it is, and where it can go could produce alterations in the route. Statistics help you think. Statistics about your county may prove you didn't know the situation as well as you thought.

Then to help me along the route of this thinking-out process. I'd look further for professional help. In Extension we have a wealth of it. Too much lies dormant. The 3-week summer courses in Extension training bring new insight, new initiative to many agents.

Study

What things do we need the most help in? Probably not subject matter. Most likely the way we work with people. Sociology, psychology, philosophy are familiar terms to a county worker, but often not familiar enough. Anything that helps us get outside our feelings, our job, into the minds and hearts of others helps the extension program.

A summer course which gears these sciences to extension work could be just what is needed to make the job hum.

Is the detour on your route the fact that though you work well with people and know the subject matter, you fall down on presentation? What about taking a summer or night school course in public speaking, demonstration techniques, or tools for the meeting?

What about reading one of the many pamphlets and books on mass communications? William B. Ward, professor of agricultural journalism at Cornell, serves it up in a book, *Reporting Agriculture*, published by the Cornell University Press, Ithaca, N. Y.

Hadley Read, Illinois extension editor, has written some very helpful ideas on *Getting Information to Farm Families*, a publication available from the University of Illinois, College of Agriculture, Urbana, Ill.

Read Regularly

Most of us subscribe to professional magazines. But I'm plugging for definite time set aside to read them. Are you aware of all the sound, practical help that lies waiting for you upon turning a page in your professional magazines?

It's this old initiative that puts wheels on the program. It's the wide-angle view of the job that creates initiative. Though talking and acting are sometimes reluctant partners, I'm hoping that my forward look will be as searching as my backward look is at my extension job.